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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students learn how to obtain, analyze, record, and present statistical information, specifically, information related to people's failing to turn up for court appointments. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

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Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

ED265311

Failing to turn up: a statistical analysis

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CORE SKILLS PROJECT
YTS

OTF No: 1

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TYPE Individual

2

The Further Education Staff College
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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing.
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

THE WORKPLACE

Work within the Magistrates' Court is divided into sections, each of which has a specialised nature. Maintenance Department, Fines Department and so on. Trainees are allocated initially to a department. Within a department they may have considerable, though not ultimate, responsibility for dealing with members of the public who are in stressful circumstances and for handling several thousands of pounds a day. The task on which the project is based was mentioned by the Head of Department who acts a supervisor.

LEARNING BY DOING

The trainee is tackling a task which is outside normal routines and procedures and has to begin by determining the nature of the job, establishing purposes and planning how to achieve them. Trial and error is encouraged in the devising of a method for the extraction and recording of the data; mistakes at this stage will not affect the work of others. A trial run is built into the project, together with a monitoring of the analysis for one day. This is to avoid the trainee becoming frustrated or overwhelmed by the magnitude of the task.

Planning is a recurrent theme throughout the project. The trainee has opportunities to learn that planning saves time and effort and can often save having to re-do work.

If the trainee has difficulties with number and its application, opportunity is provided for developing and reinforcing the appropriate skill.

Finally, the trainee is able to take responsibility for a job, learn how to organise it and to recognise when help must be sought.

WORLD OF WORK AND PERSONAL EFFECTIVENESS

Throughout the project the trainee has to discuss with other people how things are to be done and to ask for assistance in order to achieve the stated purposes. The trainee is actively contributing to the efficiency of the organisation and simultaneously developing core skills which lead to personal effectiveness and to working well with other people in any situation. Completion of the task will demonstrate that the trainee can take responsibility for seeing a job through, organising and monitoring it.

ASSESSMENT

Each part of the project contains a review of the activities carried out, by self-appraisal or by checking with the supervisor that the work is being performed to standard. The reviewing and guidance should ensure that the learning is positive. A Record of Achievement Sheet, also a Task to Standard Form are included for the supervisor and trainee to record Core Skill achievement on the completion of this project.

TIMING OF INTRODUCTION TO TRAINING PROGRAMME

The project could be introduced at any time after the initial settling-in period.

SUMMARY

The context of the project is an appointments analysis in a Magistrates' Court. The trainee learns how to obtain, analyse, record and present statistical information. Responsibility is given to the trainee for the organisation, doing and completion of a job which makes demands on the skills of interpreting numerical information, planning, decision-making, problem-solving, estimating and working with other people. The occupational need is to find out the reasons for people failing to turn up for court appointments, how many appointments are not kept and how many cases are completed over a given period of time. Approximately 80 appointments are made for each day. This project may be carried out on-the-job under the guidance of the supervisor with the support of the off-the-job tutor.

ADAPTATION

Collecting and collating statistical information occurs in many clerical jobs. Interpreting instructions, planning, categorising, finding out, working out numerical information, checking, correcting and providing information are the core skills on which the project is based. The situation on which it is based requires the analysis of approximately 80 appointments a day. The situation will change and the occupational needs will differ but the framework of the project should require minor adaptations only.

SUPERVISOR'S NOTES

Please read through the whole project and ask the trainee to do the same before work is commenced on it, so that you both have an overall view of the approach adopted. It is important that the trainee is clear about the PURPOSES of this project. Only you can give the direction and guidance needed. Please encourage the trainee to decide where help is needed and if necessary, to liaise with the off-the-job tutor. Allow the trainee to plan how the work is to be covered during each working day. This requires the trainee to estimate the time needed to complete an activity thus making the trainee realistically appraise the working situation and monitor the conditions under which he or she works best. Please emphasise the importance of the interpretation of instructions and having the interpretation verified. When the trainee comes to you for help, try to prompt the trainee to think things through instead of giving a straight answer.

The project is divided into FIVE MAIN PARTS. Planning the task, a trial run, categorising the information, interpreting the statistics, providing the information as a table/bar chart.

1 Planning and adopting methodical approaches are learned effectively only when the situation demands such organisation. The trainee will gain more from this task if the learning comes from making mistakes than from adopting someone else's methodology. This situation should encourage the trainee to be self-critical.

2 The trial run places emphasis on the finding of the appropriate method by the trainee but gives opportunity for you to direct and monitor the work.

3 Categorising the information should be straightforward if the planning has been thorough.

4 Interpreting the numerical data will require working out of numerical information as well as checking and correcting it. The trainee is advised to seek off-the-job help if there are difficulties in this area.

5 The trainee is asked to plan and then present the information as a table or bar chart. This is to develop familiarity with these formats, to build on number skills and to provide opportunity for cross-checking. If the trainee is able to type, the presentation of the table using a typewriter is a demanding task in itself.

A Record of Achievement Sheet and a Task to Standard Form are included to help you and the trainee evaluate the trainee's achievement. Please discuss your assessment with the trainee before initialling it, to show that you both agree with the assessment.

OFF-THE-JOB TUTORS NOTES

The trainee is asked to categorise the reasons for people failing to keep court appointments and to provide statistical information on the number of appointments not kept and the number of cases completed over a given period of time. Approximately 80 appointments are made for each day. This information is to be presented as a table or bar chart.

The trainee may wish your help to complete the job successfully, particularly in the following areas:

- Using percentages
- Diagrammatic presentation of information: graphs
- Statistical analysis
- Typing — tabulation

You may wish to follow-up this task with:

- Diagrammatic presentation: pie charts, histograms and so on
- The dangers of generalising from insufficient data
- Ways of thinking: inductive and deductive.

or wider issues such as:

- How do we deal with wrong-doers, law-breakers, crime and punishment in our society and elsewhere
- The work of the Magistrates' Court, Crown Courts — custody and bail
- Moral codes: society v. individual

Names

TRAINEE .....

SUPERVISOR .....

TUTOR .....

Times

Please fill in the table below to show the time you spent on this work-based project. The first column has been filled in as an example.

DATE	21/1/83				
START	9·30				
FINISH	12·30				
TIME SPENT	3 hours				

BACKGROUND

The project is intended to provide information needed by a Magistrates' Court before they introduce a computerised system. What they want to find out is why some appointments are not kept and the numbers of cases which are completed.

Collecting statistics may often be part of clerical work so this is an opportunity, not only for you to have experience of such work, but to take responsibility for it.

The work has no set procedures: this means that you can try different methods until you find one that you can use efficiently. Remember that other people are willing to help you, both at work and during your off-the-job training.

The completed work should:

Identify how many appointments were kept with case completed.

Categorise the reasons for cancellation (adjournment, court order and so on).

Provide a breakdown of these figures.

Provide the information as a table or in other diagrammatic form.

The results of your work may contribute to the efficiency of the Court and may help to reduce the number of Court hearings so that the defendant may be brought before the Court and the case dealt with without prolonged delay.

SITUATION

Any office where data of a statistical nature is required and an analysis is needed of the information gathered.

PURPOSES

Doing this project will provide you with opportunities to achieve competence in the CORE SKILLS listed in the PURPOSES below. Achievement in the CORE SKILLS identified in the purposes will be assessed and recorded on your YTS Certificate. Ownership of these CORE SKILLS will make it easier for you to transfer to different work situations and to cope with changes in your future life as CORE SKILLS are part of every activity both at work and outside work.

*A Task to Standard is included in this project.

Purposes	Core skills Practised	
1. Obtain statistical data and devise methods for the efficient recording of the information.*	FINDING OUT INFORMATION from written sources.	6.2
	ESTIMATING the time needed to complete the task.	3.6
2. Analyse statistical data.*	DECIDING which category something belongs to.	10.2
	WORKING OUT numerical information.	1.2
	MONITORING the process and activity.	11.2
3. Present statistical information*	PLANNING how to present information.	9.6
	PRESENTING INFORMATION in writing, and by means of tables and diagrams.	7.3

ACTION PLAN

PART 1

We hope that you will learn from and enjoy doing this project. READ it through and make sure you know what you have to do and at which stages of the Project you will REVIEW your progress. Check your understanding of the PURPOSES and the CORE SKILLS you will practise to achieve them. At the end of the booklet there is an assessment form on which will be recorded your achievement of the CORE SKILLS stated in the PURPOSES. In addition this project includes a Task to Standard which can also be used to record achievement.

FIND OUT

— from your supervisor how this analysis of people failing to turn up on the appointed day is going to aid the development of the computer program which your organisation requires.

— from your supervisor how much information you need to collect for your researches to be valid.

PART 2

PLANNING: Who does what and when

1. DISCUSS with your supervisor on what number of appointments you are going to base your analysis.

   This will depend on a number of factors — what are they?

2. WRITE down the jobs that you do in a week.

3. ESTIMATE how much time you spend on each.

4. DECIDE the priority of these jobs.

5. ASK your supervisor to look at your list to see if you have the same priorities.

6. DISCUSS with your supervisor whether there are any jobs which could be put on one side and whether there is a deadline for the completion of the analysis.

7. DECIDE how you are going to apportion your time when carrying out the analysis.

   How often do you have to meet deadlines in your job?

PLANNING: How to find information

1. FIND OUT exactly what information you are required to extract.

2. WRITE DOWN what you think needs to be done and ask your supervisor to check your notes.

3. FIND OUT — on which files you will be working
   — by what method they are arranged

4 DECIDE whether this is the order that you will need for your analysis or whether you will have to rearrange the files first of all.

5 FIND OUT exactly where the information that you require is recorded on the sheet.

PLANNING: The materials you will need

1 FIND OUT what stationery and equipment is available for you to record the information, e.g. paper, cards, folders.

2 PLAN — what sizes you will need
— how you are going to store yur work
— what other equipment you will need

PLANNING: The action

1. DECIDE under what categories the reasons for people failing to turn up may be placed.

(You may well find that these headings will need amendment as you become more familiar with the work)

2 PLAN how to record the information efficiently. Try to do this on your own. Devising the method will take you some time probably. In this situation most of us will find the appropriate method by trial and error but it is as well to have some ideas before you actually start recording.

3 Rearrange the files if you need to. Don't forget the order you started with — the documents will have to go back in this order.

4 Sorting the documents into piles might make the categorising easier — you decide.

PART 3

TRIAL RUN to find the method. Don't worry if the analysis is not complete as long as you have tried different methods and found a satisfactory one.

1. Carry out the analysis of one day's appointments, noting the time when you start and when you finish.

(a) Find the information on the record sheet from the files.
(b) Note the reason for failing to turn up in the appropriate place on your sheet or card placing it in the right category.
(c) Note cases completed.

2. When you have finished:

(a) Work out how long it took you to deal with the appointments for one day.
(b) Check your work — is the information collected in a form that is easily understood or will a lot of cross-checking have to be done?

3 CHECK with your supervisor that the work you have done is on the right lines.

4. **EXPLAIN any problems that have occurred.**

5 Do you work best if you set yourself dead-lines? On the strength of your first analysis, you should be able to ESTIMATE how much work you are likely to get through in a day.

What factors are likely to slow you down?
What factors are likely to speed you up?

ESTIMATE the length of time that it will take you to complete the job basing your estimate on the time it took you to complete the first stage of the analysis.

Is your time-scale satisfactory for the number of days' appointments that you are going to analyse?

6 So far you have concentrated on the PLANNING of the work. This is the stage at which you check again your work and think about any changes that you wish to make. You can now DECIDE how you are going to do it.

PART 4

Carrying out the practical activity will require you to:

OPERATE WITH NUMBERS
INTERPRET NUMERICAL AND RELATED INFORMATION
PROVIDE INFORMATION

Now you are ready to start the job.

1 From your files you extract and record the raw data which will cover:

(a) Information on how many appointments were not kept.
(b) Why the appointments were not kept and reasons for adjournments.
(c) How many appointments were kept with case completed.

2 In the Magistrates' Court it might also be considered useful to find out:

(a) How long it takes from the imposition of the fine to the payment.
(b) What categories the non-payment of fine falls into.

Please remember to treat the information that you are analysing as confidential.

3 ASK colleagues to clear up any discrepancies that you meet but NOTICE the appropriate time to ask them for assistance.

EXPLAIN to your supervisor any problems that you meet.

"Raw data" means facts which have yet to be interpreted. As you were setting the facts and figures in order you were compiling statistics. You will now have to use the information.

4 Look back at the statement at the start of Part 4. The ease of application of the stated skills will depend on the form of arrangement that you chose in the first place. If your format does not easily yield the information, then a bit more planning is needed.

ASK your supervisor to help you.

You now have to work out:

(a) How many appointments were not kept:

(i) each day
(ii) over the whole period

(b) How many appointments were not kept for each reason:

(i) each day
(ii) over the whole period

You will have to decide which course of action you want to take, which could be

Getting the information from your original recording system easily.

Working out (a) and (b) above separately

or Rearranging your information to incorporate the figures in a table

5. WORK OUT the information when you have decided how to do it.

MONITOR the results you have achieved so far.

DISCUSS your findings with your supervisor.

CHECK OUT what other information may be needed.

PART 5

Presenting the information is in two stages:

1. Planning how to present it.
2. Providing the information including percentage figures.

You know what information you are going to provide.

1. PLAN how you are going to present the information e.g., as a table, bar chart or other diagrammatic presentation.

PLAN the help you will need from your off-the-job tutor, e.g. converting the figures into percentages.

PLAN the equipment and materials you will need, e.g. calculator, large sheets of paper, coloured pens, typewriter perhaps?

ESTIMATE how much time you will need to complete this task.

DISCUSS your proposals with your supervisor.

DECIDE the courses of action that you are going to follow.

2. MARK OUT the dimensions and shape that you want your chart or table to be.

WORK OUT your numerical information as percentages.

CHECK AND CORRECT the numerical information as you are recording it.

PROVIDE THE INFORMATION for your organisation.

You have now completed a worthwhile task. We hope that you think so, too.

TRAINEE REVIEW

1. Treating the information that you were analysing as confidential was important to the successful completion of this task. In what other clerical jobs would the ability to handle confidential materials be an important asset?

2. In what other clerical jobs do you think statistical analysis would be important?

3. Describe the Core Skills that you have used to complete this task.

4. Do you now feel that you own these Core Skills or have you pin-pointed areas where you need further help and practice.

5. In what clerical jobs would these Core Skills be of value, other than those jobs you have mentioned in (2) above?

6. Discuss with your supervisor whether there is other useful information that your analysis could reveal.

7. Turn to the Record of Achievement form at the back of the booklet. Ask your supervisor and off-the-job tutor to discuss and record your progress, also make arrangements to be assessed in the task to standard.

SUPERVISOR REVIEW

1. Please refer to Supervisor's Notes.

2. Please discuss with the trainee the questions included under Trainee's Review.

3. Please refer to the Record of Achievement form on the last page of this project. Discuss and record progress achieved with the trainee, also make arrangements to assess the trainee's performance in the Task to Standard. When necessary, please indicate further training or practice agreed.

ASSESSMENT FORM

ASSESSMENT : RECORD OF ACHIEVEMENT

Work-Based Project Title: FAILING TO TURN UP — A Statistical Analysis ..... Trainee's Name: .....

PURPOSE OR ACTIVITY	CORE SKILL ASSESSED		Further Training Activities	Further Practice Activities	Can Do/ Yes
1 Obtaining statistical data and devising methods for the efficient recording of the information*	6 2	By Finding out information from written sources			
	3 6	Estimating the time needed to complete the task			
2 Analysing statistical data*	10 2	Deciding which category something belongs to			
	1 2	Working out numerical information			
	11 2	Monitoring the process and activity			
3 Presenting statistical data*	9 6	Planning how to present information			
	7 3	Presenting information in writing, and by means of tables and diagrams			

COMMENTS: Including other achievements and details of FURTHER training and practice ACTIVITIES AGREED.

SIGNED:– Trainee: ..... Supervisor: ..... Tutor: .....